

Curriculum Content Framework

RETAILING

Grade Level: 11,12

Prerequisites: Tech Prep Foundation Core

CIP Code: 08.0705

Course Code: 08.204

Course Description: Retailing is a one-semester course designed to offer an overview of the retailing industry in the United States. A study is made of the types of retail marketing, organization, personnel, merchandising, promotion, selling, operations, and control. The course focuses on the concepts and practices of retail business operations.

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Unit 1: Exploring Retail Marketing

Suggested Number of Hours: 5

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
1.1 (define) Retailing, its purposes, and value to consumers		Foundation	Listening Reading	Comprehends ideas and concepts related to retail marketing [1.2.1] Comprehends written information for main ideas [1.3.7]
1.2 (describe) Four types of retail marketing businesses and the forms of ownership	1.2.1 Research recent business periodicals to make a list of the top ten retailers in each of the four types of retail businesses	Foundation	Reading Speaking	Comprehends written information and applies it to a task [1.3.8] Participates in conversation, discussion, and group presentation [1.5.8]
1.3 (delineate) The different channels of distribution	1.3.1 Trace through each of the channels of distribution from producer to consumer using a visual aid	Foundation Thinking	Reading Creative Thinking	Analyzes and applies what has been read to specific task [1.3.2] Develops visual aids to create audience interest [4.1.4]
1.4 (identify) The four major types or methods of retailing and give a brief history of each	1.4.1 Research and write a paper on the changes in retailing since World War II and discuss the causative factors	Foundation	Listening Writing	Evaluates oral information/presentation [1.2.2] Analyzes data, summarizes results, and makes conclusions [1.6.2]; communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]
1.5 (explain) Marketing businesses by type of ownership, goods, or services sold, non-store retailing, pricing, and location	1.5.1 Participate in a group effort to collect and classify examples of retail businesses by type, services, pricing, location, and subclassification	Foundation Interpersonal Skills	Writing Teamwork	Analyzes data, summarizes results, and makes conclusions [1.6.2] Contributes to group with ideas, suggestions, and effort [2.6.2]

Unit 2: Economics of Marketing

Suggested Number of Hours: 5

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
2.1 (define) Economic system and its six basic elements	2.1.1 Write an essay explaining the difference between a need and a want with emphasis on economic and non economic	Foundation	Reading Writing	Applies information and concepts derived from printed material [1.3.3] Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]
2.2 (identify) The categories of resources of an economy	2.2.1 Analyze and defend the statement, “ All resources are limited”.	Thinking	Creative Reasoning	Forms opinions [4.1.7] Uses logic to draw conclusions from available information [4.5.6]
2.3 (list) The major elements of a free-enterprise system	2.3.1 Compare and contrast the advantages and disadvantages of a free-enterprise system to a person operating a retail business	Foundation Thinking	Reading Reasoning	Applies information and concepts from printed material [1.3.3] Comprehends ideas and concepts related to a free-enterprise system [4.5.2]
2.4 (define) Competitive profit motive market system; buyer’s market; seller’s market; elastic demand; inelastic demand, and price	2.4.1 Classify the factors affecting supply and demand including the importance of prices and how they are determined	Foundation Thinking	Listening Reasoning	Evaluates oral information/presentation [1.2.2] Sees relationship between two or more ideas, objects or situations [4.5.5]
2.5 (explain) The characteristics of capitalism in America as opposed to communism	2.5.1 Compare Russia’s economic system, since Gorbachev’s Term in office, to the system under previous rulers	Foundation Thinking	Reading Reasoning	Comprehends written information for main ideas [1.3.7] Comprehends ideas and concepts related to various economic systems [4.5.2]
2.6 (cite) The different types of business ownerships	2.6.1 Prepare a list of advantages and disadvantages of sole proprietorship, partnership, and corporations	Foundation Thinking	Listening Reasoning	Evaluates oral information/presentation [1.2.2] Uses logic to draw conclusions from available information [4.5.6]

Unit 3: Managing Human Resources

Suggested Number of Hours: 10

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
3.1 (define) Human relations, reciprocal behavior, self-confidence, motivation, success, personality	3.1.1 Survey employers in your area to determine the four most positive attitudes they look for in all workers	Foundation Interpersonal	Listening Writing Teamwork	Receives and interprets verbal messages [1.2.8] Records data [1.6.16] Works effectively with others to reach a common goal [2.6.6]
3.2 (list) The benefits and compensation plans an employee can expect from an employer	3.2.1 Compile a comprehensive list of benefits and compensations received by each employed class member for comparison	Foundation Interpersonal	Writing Teamwork	Presents answers/conclusions in a clear and understandable form [1.6.13] Recognizes effects of positive/negative attitudes on co-workers [2.6.4]; works effectively with others to reach common goal [2.6.6]
3.3 (explain) The ten “occupational survival skills” an employer can expect from an employee	3.3.1 Using sample employee evaluation forms gathered from employers, write an essay on the need for good employer/employee communication	Foundation	Reading Writing	Draws conclusions from what is read [1.3.12] Presents own opinion in written form in clear, concise manner [1.6.14]
	3.3.2 Evaluate the need for developing effective human resource policies as a priority for retail store managers	Thinking	Reasoning	Uses logic to draw conclusions from available information [4.5.6]
3.4 (identify) Two laws that affect the hiring of retail employees	3.4.1 Assess the effects of the Civil Rights Act of 1964 and The Age Discrimination Act on retail hiring practices	Interpersonal	Cultural Diversity	Discusses contributions made by women/minority groups [2.2.2]; respects others’ personal values, cultures, and traditions [2.2.4]

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
3.5 (identify) Sources that retailers use to find potential employees	3.5.1 Collect and display examples of employee recruitment techniques used by employers	Foundation	Writing	Organizes information into an appropriate format [1.6.10]
3.6 (list) The five keys to be expected and received by coworkers		Interpersonal	Cultural	Respects others' personal values, cultures, and traditions [2.2.4]
3.7 (explain) The skills an employee should master to be an effective team member		Personal Management	Integrity, Honesty, Work Ethic	Describes desirable worker characteristics [3.2.3]
3.8 (explain) The benefits of training to employers, customers, and employees and the major groups who receive training	3.8.1 Classify topics often handled in training sessions by basic job skills and specific training information	Personal Management	Career Awareness	Comprehends ideas and concepts related to employee/employer needs for continued training [3.1.3]
3.9 (delineate) The reasons for continuous retail training and some of the methods used in continuous training	3.9.1 Appraise the role of DECA in marketing and retail management	Personal Management	Career Awareness	Develops skills to locate, evaluate, and interpret career information [3.3.4] Explore career opportunities [3.1.6]

Unit 4: Human Relations
Suggested Number of Hours: 10

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
4.1 (define) Communications, non verbal communications, feedback, organizational chart, personal space and role expectation	4.4.1 Determine why working effectively with others is an essential skill in retailing by inviting a guest speaker to class	Foundation	Listening	Evaluates oral information/presentation [1.2.2]; listens for emotional meaning [1.2.5]; receives and interprets verbal messages [1.2.8]
	4.1.2 Using role play situations show how your motions may effect or trigger emotions in others	Foundation	Speaking	Uses verbal language and other cues such as body language appropriate in style, tone, and level of complexity to audience and occasion [1.5.14]
	4.1.3 Write a position paper on the values/importance of both formal and informal communication in an organization	Foundation	Writing	Presents own opinion in written form in a clear, concise manner [1.6.14]
4.2 (list) Four positive attitudes for all workers		Foundation Interpersonal	Listening Teamwork	Listens for emotional meaning [1.2.5] Recognizes effects of positive/negative attitudes on co-workers [2.6.4]
4.3 (identify) Five ways an individual can contribute to teamwork	4.3.1 Conduct a DECA Committee meeting to decide on a fund raising project, community service, etc.	Interpersonal	Cultural Diversity Teamwork	Recognizes differences among team members [2.2.3] Works effectively with others to reach a common goal [2.6.6]
4.4 (explain) The difference between active and passive listening and list	4.4.1 Develop guidelines for developing active listening and for written/spoken messages	Foundation	Listening	Comprehends ideas and concepts related to communication in the job place [1.2.1]

Unit 5: Retail Selling
Suggested Number of Hours: 15

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
5.1 (define) Buyers' market, Caveat Emptor, convenience goods/services, corporate conscience, personal and nonpersonal selling, sellers' market, shopping goods/services and specialty goods/services	5.1.1 Research the business practices of P.T. Barnum and relate them to the idea of Caveat Emptor	Foundation	Reading	Draws conclusions from what is read [1.3.12]; uses written resources (books, dictionaries, directories) to obtain factual information [1.3.23]
	5.1.2 Compare and contrast a seller's and buyer's market	Foundation	Reading	Draws conclusions from what is read [1.3.12]
	5.1.3 Differentiate factors categorizing goods and services as convenience, as marketing, as specialty, or as expectations	Foundation Thinking	Reading Knowing How to Learn	Draws conclusions from what is read [1.3.12] Processes new information as related to workplace [4.3.5]
5.2 (cite) The eight steps in a sale of shopping goods	5.2.1 Prepare props and a scenario for a role-play in which the eight steps in the sale of shopping goods are exemplified	Interpersonal	Customer Service Teamwork	Demonstrate face-to-face selling skills [2.3.3] Contributes to group with ideas, suggestions, and effort [2.6.2]
5.3 (list) The three sales occupational levels	5.3.1 On an organizational chart plot the duties, responsibilities and education needed to be a sales clerk, salesperson, or sales representative	Foundation Personal Management	Writing Career Awareness	Composes and creates document - letters, manuals, reports, proposals, graphs, flow charts, etc. [1.6.8] Develops skills to locate, evaluate, and interpret career information [3.3.4]

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
5.4 (define) Benefit, desire, feature, need, want, benefit table, expectation, feature, product or service analysis	5.4.1 Write an explanation of why a salesperson would get intrinsic satisfaction when a customer receives benefit from a purchase	Foundation Thinking	Writing Problem Solving	Presents own opinion in written form in a clear, concise manner [1.6.14] Demonstrates logical reasoning in reaching a conclusion [4.4.2]
5.5 (list) The questions that must be addressed in a product or service analysis	5.5.1 Complete a product or service analysis on each of the following: Levis 501 jeans, Honda riding lawn mower, 7 ½" circular saw blade, any brand or shade of eye shadow	Foundation	Arithmetic	Uses quantitative data to construct logical explanations for real world situations [1.1.39]
	5.5.2 Construct a feature benefit table for each of the products on which an analysis was completed	Foundation	Writing	Composes and creates document- letters, manuals, reports, proposals, graphs, flow charts, etc. [1.6.8]
5.6 (define) Approach, merchandise approach, greeting approach, preapproach, informal approach, and service approach	5.6.1 Role-play how a sales-person prepares, in a variety of settings, to meet a customer	Interpersonal	Customer Service	Demonstrates face-to-face selling skills [2.3.3]
	5.6.2 Demonstrate how an environment is properly prepared (displayed) to meet a customer	Personal Management	Organizational Effectiveness Self-Esteem	Applies knowledge to implement work-related system or practice [3.3.4] Comprehends the importance of a positive self-concept [3.5.1]
	5.6.3 Classify the four types, and basic elements of each, of approaches used in retail selling	Foundation	Reading	Applies information and concepts derived from printed materials [1.3.3]
5.7 (explain) The dynamics of determining when to approach customers	5.7.1 Role-play a customer in a retail clothing store, a drug store, a hardware store, and a specialty grocery store	Interpersonal	Customer Service	Applies Human relations skills in real-life situations [2.3.1]

Unit 6: Operations
Suggested Number of Hours: 10

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
6.1 (list) Eight considerations in planning a store layout	6.1.1 Analyze the physical placement of goods in a store relative to sales amounts and percentages	Foundation Thinking	Listening Reading Reasoning	Listens to follow directions [1.2.6] Applies information and concepts derived from printed materials [1.3.3] Sees relationship between two or more ideas, objects, or situations [4.5.5]
	6.1.2 Develop appropriate layouts for feature, impulse, and staple goods in a moderate-size store facility	Interpersonal Thinking	Teamwork Creative	Contributes to group with ideas, suggestions, and effort [2.6.2] Prepares presentation based on subject research, interviews, surveys [4.1.10]
6.2 (list) The five types of store lighting systems	6.2.1 Identify a retail store you believe has a good lighting system. Compile a list of the various types of lighting used, background colors used, and merchandise featured under a special lighting system	Thinking	Knowing How to Learn Reasoning	Processes new information as related to workplace [4.3.5] Sees relationship between two or more ideas, objects, or situations [4.5.5]
6.3 (list) Six signs of poor housekeeping in a retail establishment	6.3.1 Visit a supermarket, a hardware or variety store, and a clothing store to observe the quality of maintenance and housekeeping. Rate these qualities on a scale from “poor” to “very good”. Make suggestions for improvements	Thinking	Problem Solving Reasoning	Draws conclusions from observations, evaluates conditions, and gives possible solutions [4.4.5] Uses logic to draw conclusions from available information [4.5.6]
6.4 (identify) The major categories of store, selling and shopping, community, and convenience services	6.4.1 Chart the different services offered by a major department store, hardware store, discount store, or auto dealership to determine a comparison	Foundation Thinking	Writing Creative	Composes and creates document- letters, manuals, reports, proposals, graphs, flow charts, etc. [1.6.8] Prepares presentation based on subject research, interviews, surveys [4.1.10]

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
	6.4.2 Visit several different kinds of retail stores to determine the difference between self-service and self-selection	Thinking	Reasoning	Sees relationship between two or more ideas, objects, or situations [4.5.5]
6.5 (list) The major kinds of delivery systems	6.5.1 Survey supermarkets and/or drugstores in your area to determine store benefits from delivery services	Thinking	Problem Solving	Demonstrates logical reasoning in reaching a conclusion [4.4.2]
6.6 (identify) The three basic types of retail credit and factors which retailers use to determine how to grant credit	6.6.1 Research laws in your state and write a paper on actions that can be taken by merchants to ensure prompt payment/to collect delinquent payments	Foundation	Reading Writing	Uses appropriate materials and techniques as specified [1.3.20] Communicates thoughts, ideas, of facts in written form in a clear, concise manner [1.6.6]

Unit 7: Handling/Processing Merchandise

Suggested Number of Hours: 5

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
7.1 (define) Apron, marker's record, buyer's record, back order, bill of lading, check receiving log, receiving point, consolidator, blind check, invoice		Foundation	Listening Reading	Listens for content [1.2.3] Comprehends written information for main ideas [1.3.7]
7.2 (identify) The steps in the receiving and checking-in process of merchandise for a typical retail store	7.2.1 Diagram and describe how you would handle the daily receipt of 50-60 boxes and packages of merchandise for X-Y-Z Variety store	Foundation Thinking	Reading Reasoning	Applies information to job performance [1.3.4] Sees relationship between two or more ideas, objects, or situations [4.5.5]
	7.2.2 Determine how the receiving procedures in supermarkets differ from those in furniture stores and present your findings to the class	Foundation Thinking	Speaking Reasoning	Applies/Uses technical terms as appropriate to audience [1.5.2] Sees relationship between two or more ideas, objects, or situations [4.5.5]
7.3 (list) Five things to look for when checking in shipments of goods		Foundation	Listening	Listens for content [1.2.3]
7.4 (identify) Code dating, open dating, preretailing, unit pricing, Universal Pricing Code (UPC)	7.4.1 Collect from department or variety stores examples of the following: pin tag, string tag, gummed label, and electronic bar tag to compare information	Foundation	Reading	Analyzes and applies what has been read to a specific task [1.3.2]
	7.4.2 Make up two cost codes, one using letters and one using numbers. Record various prices as examples	Foundation	Reading	Analyzes and applies what has been read to a specific task [1.3.2]

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
7.5 (define) Dollar control method, unit control method, forward stock, reserve stock, warehouse control system	7.5.1 In a short paper, explain why more than one system of stock control would be necessary for some stores	Foundation	Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]
	7.5.2 Design/Draw an example of an efficient reserve stockroom for a retail store	Foundation	Writing	Composes and creates document-letters, manuals, reports, proposals, graphs, flow charts, etc. [1.6.8]
7.6 (describe) Six ways in which slow-selling items may be moved		Foundation	Reading Speaking	Comprehends written information and applies it to a task [1.3.8] Participates in conversation ,discussion, and group presentations [1.5.8]
7.7 (list) Measures that can be used to protect stock from shoplifting and employee theft	7.7.1 Assume you work in a large variety store where you see a close friend shoplifting. State specifically what you would do and what outcome you would expect	Personal Management	Integrity/Honesty/Work Ethic	Describes/Explains significance of integrity, honesty, and work ethics [3.2.4]; follows established rules, regulations, and policies [3.2.5]
	7.7.2 Compile a list of recommendations for the design and layout of a sportswear store for men/women	Foundation	Reading Writing	Analyzes and applies what has been read, to a specific task [1.3.2] Analyzes data, summarizes results, and makes conclusions]

Unit 8: Business Control
Suggested Number of Hours: 15

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
8.1 (identify) The major sources of business capital and explain the difference between fixed and working capital	8.1.1 Find newspaper classified ads for examples of retail businesses for sale. Determine capital needed. Read for suggested financial help offered	Foundation	Reading Writing	Applies information and concepts derived from printed materials [1.3.3] Presents answers/conclusions in a clear and understandable form [1.6.13]
8.2 (describe) The kinds of information that lending agencies want from loan applicants	8.2.1 Gather information needed to show a banker, and questions to ask, concerning financial assistance to start your new sporting goods store	Foundation	Reading Writing	Uses written resources (books, dictionaries, directories) to obtain factual information [1.3.23] Summarizes written information [1.6.17]
	8.2.2 Invite an independent retail store owner to speak to your class about his/her ownership experience	Foundation Interpersonal	Listening Cultural Diversity	Evaluates oral information/presentation [1.2.2] Discusses contributions and innovations made by women and/or minority groups [2.2.2]
	8.2.3 Look in the business opportunity section of the newspaper for retail businesses for sale. Determine the amounts of capital needed to buy these businesses and what financial help would be needed	Foundation	Reading	Applies/Understands technical words that pertain to subject [1.3.6]; identifies relevant details, facts, and specifications [1.3.16]
8.3 (define) Purchase orders, invoices, book inventory, physical inventory, proof of cash	8.3.1 Distinguish between each of the records necessary for maintaining control over purchases	Thinking	Problem Solving Seeing Things in Minds Eye	Demonstrates logical reasoning in reaching a conclusion [4.4.2] Organizes and processes images- symbols, pictures, graphs, objects, etc. [4.6.2]

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
	8.3.2 Analyze the purpose of good merchandise- purchase control, inventory records, and explain what information is contained in a purchase-order file	Foundation	Reading Speaking	Identifies relevant details facts, and specifications [1.3.16] Applies/uses technical terms as appropriate to audience [1.5.2]
	8.3.3 Diagram the flow of a vendor's invoice from point of receipt to payment	Foundation	Writing	Composes and creates documents-letters, manual, reports, proposals ,graphs, flow charts, etc. [1.6.8]; uses technical words and symbols [1.6.20]
	8.3.4 Calculate book inventory for a three month period for company Z-D-R given a set of inventory records	Foundation	Arithmetic	Adds and multiplies to prepare an inventory [1.1.40]; adds and subtracts to prepare an inventory [1.1.41]
	8.3.5 Calculate from a given set of figures, shortages and overages and replacement costs of merchandise	Foundation	Arithmetic	Adds and subtracts to prepare a profit and loss statement [1.1.42]
8.4 (explain) Accrued, fixed, natural, variable, direct, and prepaid expenses, cash fund and petty cash	8.4.1 After examining a department stores operation, list what you consider to be the direct and indirect expenses then classify each expense as fixed or variable	Foundation	Reading Writing	Draws conclusions from what is read [1.3.12]; uses written resources (books, dictionaries, directories) to obtain factual information [1.3.23] Analyzes data, summarizes results, and makes conclusions [1.6.2]
	8.4.2 From a given set of cash register readings, calculate sales for a period, shortage and/or overage	Foundation	Arithmetic	Applies addition, subtraction, multiplication, and division to real-world situations [1.1.1]
	8.4.3 From a given set of figures, reconcile a petty-cash fund	Foundation	Arithmetic	Applies addition, subtraction, multiplication, and division to real-world situations [1.1.1]

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
8.5 (define) Balance sheet, current assets, current liabilities, equity, gross margin, income statement, net income	8.5.1 From a given set of figures calculate net income and express as a percentage of net sales	Foundation	Arithmetic Reading	Applies mathematical principles related to accounting [1.1.4]; calculates percentages ratios, proportions, decimals and common fractions [1.1.10] Comprehends written information for main ideas [1.3.7]
	8.5.2 Prepare an income statement and balance sheet from prepared figures	Foundation	Arithmetic	Applies computation skills to accounting procedures [1.1.5]
8.6 (list) The most common taxes that must be paid by a retailer and the three forms of sales taxes	8.6.1 Using forms from state agencies, compute the various taxes for a small retail store	Foundation	Arithmetic	Enters figures/calculations from one form or chart to another [1.1.21]
8.7 (outline) The steps necessary in processing retail reports, the kinds of data recorded, the methods of recording and the reports prepared from retail transactions	8.7.1 Assume the management of a retail store with a sales volume of two million yearly. Determine what electronic recording systems are available to you. Report to the class with an evaluation of each.	Thinking	Creative Reasoning	Prepares presentation based on subject research, interviews, surveys [4.1.10] Uses logic to draw conclusions from available information [4.5.6]
8.8 (list) Five major applications of computers to retailing	8.8.1 Develop a list of firms, in your area, that offer computer services to retailers. Report to the class about which services are offered	Foundation Thinking	Reading Reasoning	Identifies relevant details, facts, and specifications [1.3.16] Uses logic to draw conclusions from available information [4.5.6]

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
	8.8.2 Using the information gained in the above exercise, compare the value of using a computer service against the purchase of an in-store computer. In your report, consider the size of your business, market, and reports which have to be generated.	Foundation Thinking	Writing Reasoning	Analyzes data, summarizes results, and makes conclusions] Uses logic to draw conclusions from available information [4.5.6]

Unit 9: Technology in Retailing

Suggested Number of Hours: 5

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
9.1 (identify) The steps retailers use in the retailing research procedure to solve store problems	9.1.1 Obtain a copy of a retailing research project. Based on information provided, identify a course of action you would use to solve a problem	Thinking	Reasoning	Uses logic to draw conclusions [4.5.6]

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
9.2 (name) Six sources of secondary information and methods of gathering primary information	9.2.1 Collect data on the number of convenience stores in your area using one of the collection methods described. Detail the advantages and disadvantages of your choice	Foundation Thinking	Writing Reasoning	Analyzes data, summarizes results, and makes conclusions [1.6.2] Sees relationship between two or more ideas, objects, or situations [4.5.5]
9.3 (name) One key factor in bringing about technological changes in retailing	9.3.1 Research different technological advances made in retailing. Point out advantages/disadvantages of each technique researched	Foundation	Writing	Analyzes data, summarizes results, and makes conclusions [1.6.2]
	9.3.2 Visit a retail establishment to identify examples of in-store merchandise technology. Give an example of how a Kiosk is being used	Thinking	Reasoning	Sees relationship between two or more ideas, objects, or situations [4.5.5]
9.4 (define) EFTS (Electronic Funds Transfer Systems) and list five ways it is used in retailing		Foundation	Listening	Listens for content [1.2.3]
9.5 (list) And describe five kinds of shopping malls, multi-use malls, and megamalls	9.5.1 Assess the malls in your area, or a familiar area, and determine the classification of each. Explain your reasons for each classification	Foundation Thinking	Listening Reasoning	Evaluates oral information/presentation [1.2.2] Demonstrates logical reasoning in reaching a conclusion [4.4.2]

Unit 10: Careers in Retailing
Suggested Number of Hours: 5

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
10.1 (list) Seven expectations potential employees may have about their jobs and four qualities needed for success	10.1.1 As a class prepare a survey of class members, school personnel, family members, business persons, and compile data to answer this question for your geographic area	Foundation Interpersonal	Writing Teamwork	Analyzes data, summarizes results and makes conclusions [1.6.2] Contributes to group with ideas, suggestions, and effort [2.6.2]
10.2 (identify) The reasons that school career-planning and placement offices are more effective job information sources	10.2.1 Visit you high school counselor's office to obtain brochures and information on careers in marketing	Foundation Personal Management	Reading Career Awareness	Determines what information is needed [1.3.10] Explores career opportunities [3.1.6]
10.3 (explain) How interest and aptitude tests help identify career choices and name sources of job information	10.3.1 Ask high school counselor to speak to class and bring examples of aptitude tests for class discussion	Foundation Personal Management	Listening Career Awareness	Evaluates oral information/presentation [1.2.2] Develops skills to locate, evaluate, and interpret career information [3.3.4]
10.4 (identify) The main reason new business owners fail	10.4.1 Invite a business owner to speak to your class about his/her experiences as a retail order	Foundation Personal Management	Listening Career Awareness	Evaluates oral information/presentation [1.2.2] Comprehends ideas and concepts related to business
10.5 (cite) Major factors in planning for a future in retailing and where retail training and education can be obtained		Personal Management	Career Awareness	Identifies education and training needed to achieve goals [3.1.8]

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
10.6 (describe) A personal career plan and explain the importance of an updated resume'	10.6.1 Prepare a personal career plan and an updated, current resume'	Foundation Personal Management	Writing Self-Esteem	Produces neat, legible document from typewriter or computer [1.6.15] Develops/initiates a plan for self-improvement [3.5.4]; develops self-confidence by creating a resume' which promotes personal strengths/abilities [3.5.5]
10.7 (describe) The potential for employment and opportunities for advancement in the retailing field in the U.S.	10.7.1 Prepare a chart of three retail establishments in your geographic area (or in your state) and the job positions within each	Foundation	Listening Writing	Comprehends ideas and concepts related to career opportunities in retailing [1.2.1] Organizes information into an appropriate format [1.6.10]
	10.7.2 Invite a retail personnel manager to visit your class to discuss job opportunities and interview	Foundation	Listening	Evaluates oral information/presentation [1.2.2]

